Assessing the Relationship between Training and Performance Evaluation amongst Secondary School Teachers in Region 6/Guyana

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Abstract

This thesis investigates the relationship between training and performance evaluation for secondary school teachers in Region 6/Guyana. Effective teacher training and robust performance evaluation mechanisms are critical to improving educational quality and student outcomes. This study examines how teacher training programs align with the criteria used in performance evaluations, as well as how that alignment affects teachers' performance. This study investigates the perceived usefulness and fairness of performance evaluation procedures, the perceived efficacy of current training initiatives, and the correlation between participation in particular training programs and subsequent performance evaluation scores using a mixed-methods approach that includes surveys and interviews with secondary school teachers and administrators. Additionally, the study explores the challenges and possibilities of developing a comprehensive, integrated system of teacher development and assessment within the Guyana context. The findings will offer some insights into the strengths and limitations of current approaches, along with recommendations for strengthening their alignment as a means of supporting teacher growth and, consequently, student learning outcomes in Guyanese secondary schools.

Introduction

One significant function of Strategic Human Resource Management to the effective use of human resources is training. Regardless of the type of business venture, for a company's human resource to effectively and tactically manipulate their skills, attitudes, and proficiencies to attain organisational objectives, they must be systematically trained [23]. The employees of a firm are its blood stream and the ultimate success or lack thereof, of any company, is reliant on its employees' performance. Thus, training is a requisite in the workplace. Without training, employees will not have a firm understanding of their roles and responsibilities. Hence, the research problem addressed in this project is: 'Assessing the relationship between training and performance evaluation among secondary school teachers in Region 6/Region 6/Guyana.'

Training is an investment in the human resources of an organisation, with immediate and long- term benefits. Training is a key element for improved performance; it can increase the level of individual and organisational competencies [28]. Regardless of the category of business entity, the efficacious implementation of the overall skills, knowledge and competencies of a company's human resource is considered imperative [31]. Training is multi-dimensional and is well-known to sustain long term goals. Thus, much prominence is placed on the overall strategic framework of an organisation, and long-term

human resources which are contingent to the organisation's objectives. Training and its impact on performance is, therefore, the focus of this study.

Organisations aimed at gaining competitive advantage recognised the importance of training in refining employees' performance. Research in the field proved that effective training programmes leads to superior return of investment while other research mentioned the positive role training in attaining the supreme levels of employee retention [11]. It was also revealed that training enables organisations to meet objectives, since employees can refresh skills. This results in more dedication and enhancement of the competitiveness of the company. Training expedites employees and companies to share in its advantages.

Ref. [31] discovered that effective training would not only equip employees with the knowledge and skills but would help to achieve an organisation's objectives through efficiency. Ref. [9] established a significant relationship between training of teachers and their productivity in terms of punctuality, extra-lessons, submission of records and participation in activities. All these effects of training on teachers invariably have direct inputs towards better job performance. One can therefore assume that training provides adequate criteria to an employee to perform better. Ref. [15] established substantial impact of training and teachers' professional development sessions on school activities and school performance. It is further postulated that improvement can be achieved if more emphasis is placed on training and classroom observation.

Even though numerous research was piloted on the relationship between training and employee performance, there appears a gap, apropos the study on the effect of training on employee performance in the education sector in Region 6/Guyana. Henceforth, the purpose of this study is to close the gap by assessing the relationship between training and teachers' performance evaluation amongst secondary school teachers in Region 6/Guyana. This phenomenon was explored through the pertinent literature. Also, a survey questionnaire was used to gather data for this study. The data were analysed using thematic coding. This research, therefore, sought to confirm that a relationship exists between teachers' training and performance.

Consequently, this research has proven that the training provided to teachers has an immense influence on teachers' performance and attitude. The result of this project is consistent with research conducted by others, and it is therefore recommended that the Ministry of Education plan and maintain continuous training programmes to enhance organisational performance, since training leads to the acquisition and improvement of skills, attitudes and knowledge.

Literature Review

Training is defined as a process that refines skills, concepts, and knowledge to improve performance [34]. Also, training is the use of systematic activities to promote learning. It involves formal processes to impart knowledge and support performance [3]. Ref. [35] postulated that training serves as an incentive to workers' self-esteem, and its ripple effect spreads across productivity in the workplace. Further, it enhances the retention capacity of employees, indicates loyalty, and enriches employees' performance and organisational productivity. Training of teachers, in the views of [31] provides them with the knowledge, skill and ability that are relevant to the professional life of a teacher. They further posited that training moulds the personality of the teachers in such a way that their attitudes are reformed, habits are rehabilitated, and personality is reconstituted.

Consequently, the training modalities provided in Region 6/Guyana need to influence educators. Competent performance by employees necessitates the implementation of effective training programs to cultivate the

requisite knowledge and skills. For example, on-the-job training, coaching, peer co-operation and mentoring increase delivery and productivity. Teamwork enables employees to actively participate on the job and produces better performance [13]. Training programmes not only develops employees but aid an organisation to make best use of their human resource in favour of gaining competitive advantage. Therefore, it seems mandatory for organisations to have training programmes to enhance employees' abilities and competencies that are required at the workplace [8]. Teachers must thus, engage in continuous training to have a holistic understanding of the education sector and to be equipped to deal with curriculum and policy amendments. The purpose of training is to apprise and improve the knowledge that teachers attained during the preliminary teacher education and/or provide them with new skills and professional understanding [24]. It develops the efficacy of teachers [7] suggested that training not only develops the capabilities of employees but sharpen their thinking ability and creativity to make better decision. According to [20] training was seen as the means to enhance instructors' instructional efficacy. They further noted that teachers' involvement in staff development programmes, principally, pursuing higher education and training, motivate them into taking their teaching roles earnestly. Additionally, organisational commitment to training is an ultimate benefit employee will obtain since it facilitates development and output [29]. Moreover, [26] noted that a well-trained workforce is more capable of achieving organisational goals, competitive advantage, and higher return on investment. Training serves as a mechanism to address the skills deficit within a workforce, and organisations should apply it judiciously to enhance employee performance. Training enhances organisational effectiveness by improving staff productivity and is considered a crucial element in attaining business objectives [7].

Performance Evaluation

Ref. [6] defines performance as carrying out actions efficiently and effectively to meet agreed job objectives. With respect to the school system, [2] posited that productivity is measured in terms of both efficiency and effectiveness, since the realisation of goals in the school depends on the efficiency and effectiveness of the teachers. It is therefore deduced that the major goal of performance evaluation is to offer a realistic basis for the determination and control of internal relativity between jobs. Thus, it is imperative for secondary schools to evaluate the training needs of its employees, structure continuous training programmes and evaluate overall performance. Needs assessment is the process used to determine if training is necessary [23].

This notion was elaborated upon by asserting that training and performance evaluation are essential business instruments, as performance evaluation enables employers to assess employees' competence, reliability, and potential [23]. They indicate how well-trained employees are, and identify disparities, and aids the creation of development plans to improve performance. Ref. [19] posited that performance appraisal is an integrated system comprising periodic strategic discussions between the manager and employee's total performance against predetermined goals, having the manager to coach the staff in areas necessitating corrective actions, to improve overall performance for the benefit of both employee and organisation.

Hence, evaluations are conducted for teachers via appraisal forms and clinical supervision. This provides information on teachers' performance. Organisations that seek competitive advantage through employees must manage the performance of employees. To effectively contribute to the organisational goals, the performance appraisal must measure

accomplishments [23] and classified performance appraisal function as evaluative and developmental. Such objective, according to [30] is to analyse employees' level of performance, identify training assessment and access their suitability for training. Moreover, it was posited that the absence of biases is essential for effective performance rating [6].

Performance metrics are used to measure human resources management. An imperative step in developing a performance measurement system is defining which metrics to track. The primary themes in performance measurement literature are that metrics should be derived from strategy, the competitive environment and team approach [1].

Training and Performance

A link exists between training and performance. When employees are trained, there is an increase in their level of commitment towards the organisation to deliver exceptional service [24]. Similarly, to maintain consistent quality in service delivery, an organization's training program should establish clear and attainable objectives, enabling the company to assess performance and implement corrective actions [34]. This will positively impact secondary school teachers in Region 6/Guyana, in the execution of their respective tasks. Consequently, training effectiveness is a good forecaster of employees' overall success ratio [21]. Further, [34] substantiated that employees' competence changes through effective training programmes and at the same time, is noted to have a positive correlation with employees' job performance. Hence, to achieve competitive advantage, employees must perform exceptionally, and training is seen as an impetus that refines employees' performance [28].

Current Practices

1. Pre-Service Training

Pre-service teacher training provides numerous benefits to schools, positively impacting both the educational environment and student outcomes. It is a customary practice in many countries around the world. Pre-service training in the U.S. typically involves university-based education programs that combine theoretical coursework with practical teaching experience in local schools. Programs such as Teach for America recruit graduates from diverse fields and provide intensive training before placing them in high-need schools [14].

In Finland, teacher education is highly selective, and research based. Prospective teachers undergo rigorous academic training at universities, which includes a strong emphasis on research and practice. The Finnish model is renowned for producing well-prepared educators who can adapt to various teaching contexts [32].

Additionally, Singapore's National Institute of Education offers a well-structured pre-service training program that emphasizes pedagogical skills, content mastery, and character development. The program includes a practicum component where student teachers gain firsthand experience in classrooms under the supervision of experienced mentors [24].

In Region 6/Guyana, pre-service training is primarily offered through institutions like the Cyril Potter College of Education (CPCE) and the University of Guyana. These programs typically include a combination of subject-specific training and pedagogical methods. Pre-service training in Jamaica, as reported by [38] also includes rigorous practical teaching components, preparing teachers for real classroom challenges.

In short, as seen in the various countries above, pre-service teacher training is a critical component in building a strong educational foundation within schools. Furthermore, it reviews international approaches to pre-service teacher education, examining how different countries prepare teachers for the classroom. It highlights successful practices from various education systems, including hands-on-

approach, research-based training, and strong clinical components. It ensures that new teachers are well-prepared, professional, and capable of delivering high-quality education, benefiting students, staff, and the broader school community.

2. In-Service Training

In-service training provides numerous benefits to schools, enhancing the overall quality of education and supporting continuous professional development for teachers. Therefore, outlined below are various countries' approaches toward it. In-service training in Japan includes lesson study, where teachers collaboratively plan, observe, and analyse lessons to improve their teaching practices. This ongoing professional development paradigm promotes a culture of collaborative learning and enhancement. Ref. [38]. Additionally, the UK offers a range of in-service training opportunities, including professional development days, online courses, and school-based training programs. The focus is often on subject-specific skills, classroom management, and the use of technology in teaching [12]. In Australia, in-service training is provided through various channels such as workshops, conferences, and online modules. Professional learning communities are promoted, facilitating collaboration among teachers to exchange best practices within their schools and districts [2].

Conversely, in-service training in Region 6/Guyana is characterized by workshops, seminars, and refresher courses aimed at updating teachers' knowledge and skills. For example, the Ministry of Education (MOE) in Region 6/Guyana often collaborates with international agencies to provide workshops on new teaching methodologies. In Trinidad and Tobago, the Ministry of Education offers a similar range of in-service training opportunities, emphasizing continuous professional growth [22].

In summary, in-service training is essential for maintaining and enhancing the quality of education within schools. Various countries use various methods and tactics as they see fit to compliment and target specific areas that need development so that students' outcomes can be maximized. Therefore, the literature proves that countries saw it fit to invest in in-service training, so that schools can create a more effective, motivated, and collaborative teaching staff, which benefits the entire school community.

3. Mentoring and Coaching

Mentoring and coaching are powerful tools in teacher training and professional development, offering personalized and sustained support for educators. In Canada, mentorship programs are a key component of teacher induction. New teachers are paired with experienced mentors who provide guidance, support, and constructive feedback. This helps novice teachers develop confidence and competence in their roles [10].

New Zealand's induction and mentoring programs for beginning teachers emphasize a reflective practice approach. Mentors support new teachers in setting professional goals, reflecting on their teaching experiences, and engaging in continuous improvement [20]. In South Africa, mentorship programs are being developed to support teachers in rural and under-resourced areas. These initiatives seek to enhance instructional quality and student performance by offering tailored assistance and professional development opportunities [14].

From articles reviewed on induction and mentoring programs for beginning teachers, assessing their impact on teacher retention, job satisfaction, and instructional effectiveness, the review identifies key components of successful induction programs, such as comprehensive mentoring, ongoing professional development, and administrative support. The findings suggest that well-designed induction programs can significantly improve the experiences and

outcomes of new teachers [18]. Therefore, it is imperative to point out that mentoring and coaching provide essential support, feedback, and professional development opportunities, helping teachers enhance their skills, grow professionally, and improve student learning outcomes.

4. Quality and Relevance

It is imperative to mention that teachers ought to feel that their input is relevant and that they give quality contributions to the development of students' cognitive ability in their respective schools.

As such, in a study conducted by [17], he posited that ensuring the quality and relevance of professional development programs is a persistent challenge and that tailoring professional development to address specific classroom challenges and subject matter is crucial. Programs that are too generic or disconnected from teachers' daily experiences are less likely to be effective. [17].

On the other hand [5], in his article "Teacher professional development in Teaching and Teacher Education over ten years," stated that there are various PD models and approaches, and highlighted the importance of sustained, collaborative, and context-specific PD. It also addresses challenges in the field and suggests areas for future research. Furthermore, he purported that in Chile, professional development programs have been criticized for their lack of relevance to teachers' needs. Efforts are being made to involve teachers in the design and implementation of these programs to ensure they are more closely aligned with their professional contexts [5].

Furthermore, in developing countries like Ghana, [37], research has shown that little is done about teacher's participation in decision-making (PDM) within their schools. Nonetheless, despite the many initiatives undertaken by multiple administrations through the enactment of numerous educational regulations advocating for teacher involvement

in school decision-making, Ghanaian Basic School headteachers and teachers continue to face significant obstacles in this domain. Their study examined the obstacles to teacher involvement in school decision-making by investigating 10 Basic Schools, involving twenty teachers, ten headteachers, and ten circuit supervisors using semi-structured interviews and document analysis. Furthermore, two primary schools were examined. The research identified four primary issues confronting teacher professional development management in Ghanaian Basic Schools: inadequate implementation of decisions, time constraints, leadership style, and a deficiency of trust among staff members. The report advocates for consistent in-service training on leadership and school administration for head teachers, educators, and other personnel. Additionally, it encourages school leaders to adopt a distributed leadership approach and to secure internal funding for the execution of decisions made.

5. Sustainability

According to [39] in his article on "Preparing Teachers for Inclusive Education in Latin America," he posited that there are numerous challenges facing inclusive education in Latin America and that inclusive education often does not respond to the needs of children and young people. Further, teachers often finish their professional training without acquiring the skills they need to work with children and young people living in difficult circumstances. He went on to point out that teachers also need incentives to work in remote or difficult geographical areas, and they benefit from national efforts to improve their status, including awards for innovative work. However, much remained to be done, but the training of teachers for a more inclusive education system is gradually being incorporated as part of the educational policy agenda in Latin America which would ensure

the sustainability of education in the region. [39].

Additionally, sustaining professional development efforts over time is crucial but often difficult. Short-term workshops or one-off training sessions tend to have limited impact. In Mexico, continuous professional development is being promoted through ongoing support and follow-up initiatives to ensure lasting improvements in teaching practices [39].

In Uganda, sustainability of professional development is a significant challenge due to limited resources and infrastructure. Programs such as the School-Based In-Service Teacher Education (SBITE) aim to provide ongoing professional development and support to teachers within their schools, promoting a more sustainable model [38].

It can be summarized that for there to be smooth flow of delivery of curriculum to students, there ought to be continuous development programs offered to teachers as put forward by studies done in both Mexico and Uganda.

6. Teacher Motivation

This is a fundamental driver of successful professional development. It enhances engagement, promotes continuous learning, improves the implementation of new strategies, fosters a positive school culture, encourages reflective practice, increases job satisfaction and retention, and supports the achievement of educational goals. However, teachers' motivation can be a magnanimous challenge in general.

Motivating teachers to engage in professional development can be challenging, especially if they do not see immediate benefits or if they are already overwhelmed with their teaching responsibilities. In France, professional development is often mandated by the government, but efforts are being made to make these programs more engaging and relevant to teachers' needs [24].

In China, teacher motivation is influenced by the highly competitive nature of the education system. Professional development programs that offer career advancement opportunities and incentives are more successful in motivating teachers to participate [16].

Teacher motivation is a critical issue in many countries, often exacerbated by challenging working conditions and systemic issues. For instance, in low-resource and rural areas, poor working conditions and inadequate support significantly diminish teacher motivation. These environments tend to have higher rates of teacher absenteeism and turnover, which adversely affects student learning outcomes. This situation is further aggravated by insufficient financial incentives and limited career progression opportunities, making it difficult to retain motivated and qualified teachers [38].

Therefore, it is crucial for educational leaders to foster a motivating environment that supports teachers' professional growth and well-being.

Research Methodology

Method

For this project, a case study research methodology was espoused to provide answers to the four research questions. A case study method permits a researcher to systematically examine the data within a specific context, and in most cases, selects a very limited number of individuals as the subjects of the study. It is a research method which allows for an in-depth examination of events, phenomena, or other observations within a real-life context for purposes of investigation, theory development and testing, or simply a tool for learning [40].

Furthermore, this methodology collects information directly from the people whom it affects [33]. It exploits documents, artefacts, interviews, and observation throughout the research. Case studies can employ qualitative or quantitative methods to collect and analyse data or incorporate both [40]. By including both

qualitative and quantitative data, a case study helps explain both the process and outcome of a phenomenon to aid a multi-perspective analysis [36]. This case study research has thus, permitted the researcher the scope to explore the relationship between training and teachers' performance amongst secondary school teachers in Region 6/Guyana. Perspectives were gathered from both administrative and non-administrative staff. This allowed the researcher to garner and use the training assessment of secondary school as a single case study.

Non-Random Sample

The ten teachers selected from each school, represented the non-random approach exploited by the researcher. The standardized survey questionnaire offered additional perception of the relationship between training and teachers' performance. Teachers were sampled according to the stratified non-random approach. The teachers selected were of a heterogeneous mix and the sample size of the group was appropriate [33], and the reliability of each respondent is considered valid. The following criteria were administered to select 10 teachers of a heterogeneous combination:

1. The Deputy Principal who represented the senior administration.
2. Two Senior Masters/Mistresses with over 10 years of experience.
3. Two Heads of Departments with over 5 years of experience.
4. Three Assistant Masters/Mistresses with over 3 years of experience.
5. Two Temporary Qualified Master/ Mistress who are above 18 years of age.

The survey questionnaires were distributed to the ten teachers at the various schools and were collected after a two weeks' period.

Data Collection

Since the research has been established as a single case study, it integrated qualitative and quantitative data using the inductive approach.

The research, however, is qualitatively subjective. Both secondary and primary data were evaluated to aid the circumvention of a limited perspective to the research. Hence, the review of relevant literature, and secondary data were used to identify problematic areas, and recommend probable resolutions. Henceforth, this research is noted to be an exploratory study into the relationship between training and performance of teachers.

This exploratory study focused on the relationship between training and performance evaluation, thus, the primary data collected was qualitatively analysed. The ultimate purpose of qualitative analysis permitted the researcher to gain an understanding of fundamental reasons and motivations, as well as, to provide insights into the setting of a problem, and stimulating ideas for impending quantitative research. Conversely, quantitative analysis pursues to quantify data and simplify results from a sample to the population of interest, thus, this analysis seeks to measure the incidence of various views in a selected sample and is completed after the qualitative analysis [25]. Moreover, secondary data provides both quantitative and qualitative analysis and permits the collection of quantitative data using inferential statistics and shows relationships between variables. It also aids comparative and contextual analysis and helps to triangulate findings [33]. This augmented the primary data, and validity of the research. Therefore, to evaluate performance and validate findings, the researcher utilised annual evaluation and subject analyses.

Data Collection Methods

Data was collected using questionnaire which generated both qualitative and quantitative data. As such, formal feedback was collected for research questions 1, 2, 3, and 4, from teachers through a survey questionnaire. Both semi-structured and open-ended questions were used to give teachers the communicative scope. The semi-structured approach added

value to the data collected. A thematic analysis was conducted on the data collected. This allowed for information to be modified, analysed, and for ideas to be established.

Ten members from each of the fifteen secondary schools in Region 6 were issued with the questionnaire, since they are directly affected by the existing training programmes. The researcher used a semi-structured qualitative interview method to gather a spectrum of data on the types of training, its effectiveness, or lack thereof, of the training method and areas of improvement. The questionnaire was sub-divided into sections A and B, and all questions were designed based on the literature reviewed. Section 'A' covered a series of 14 semi-structured interview which provided data for research questions 1, 2, 3 and 4. The questionnaire covered concepts of years of service, types of training, purpose and effectiveness of training and evaluation.

The purpose was to determine how relevant training is to performance evaluation, and to understand relationships between variables of training and performance. From this, approaches to improve teachers' overall performance were derived. Further, a thematic analysis, was employed to regulate the development of concepts. Training variables, and performance were ciphered, grouped in accordance with the research questions, and correlated to establish the link between training and performance evaluation.

Also, the Likert scale was used to formulate the ten additional questions in section 'B' of the questionnaire. The response mode to the items

is a five-point Likert type rating scale of: Strongly Agree- 5 points, Agree- 4 points, Neutral- 3 points, Disagree- 2 points and Strongly Disagree- 1 point. The purpose was to assess training needs at CCHS and to provide specific data for research questions two and four.

Presentation of Findings and Discussion

Findings

It was evident that the research usurped the views of one hundred and fifty teachers. Seventy-five of the one hundred and fifty teachers encompassed to the administrative staff and the other seventy-five were from the non- administrative staff. The administrative staff comprised of the Principals, Deputy Principal, and Two Heads of Departments who have over 20 years of experience, Senior Mistresses/Masters with 11 to 15 years of experience, and one other Head of Department with six to ten years of experience. The non-administrative teachers were three Assistant Masters/Mistresses and two Temporary Qualified Masters/Mistresses. Two of the three Assistant Masters/ Mistresses have six to ten years of working experience, one with 16 to 20 years of experience, whereas, the Temporary Qualified Masters/ Mistresses have between zero to three years of working experience. Table 1 and Figure 1 depict the teachers' years of experience. Each of them was given a semi-structured questionnaire to answer with the purpose of acquiring relevant information for the research.

Table 1. Teachers' Years of Experience

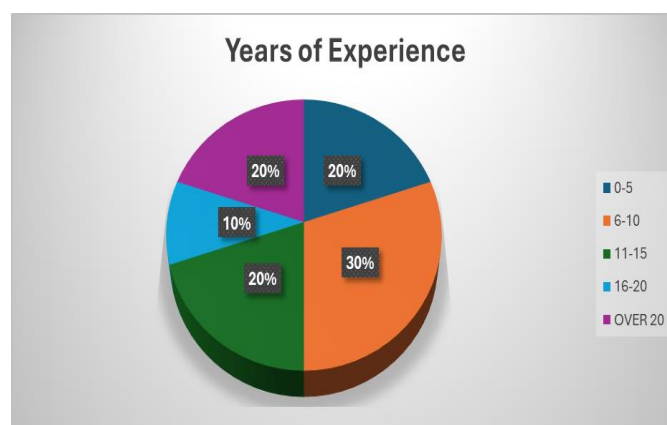| Number of Years	Frequency	Percentage
0-5	30	20
6-10	15	10
11-15	45	30
16-20	30	20
OVER 20	30	20
TOTAL	**150**	**100**

Source: Survey Questionnaire

Figure 1. Illustration of Teachers' Years of Experience - Data from Survey and Questionnaire conducted by Husain, N., 2025

Each teacher was asked of the type of training undertaken since employment and the responses are emphasised in figure 2. The responses indicated that 5% of the teachers received no form of training, 90% CPCE training, 60% UG training, 20% NCERD management training and 80% received on- the-job training. There were some degrees overlapping vis-à-vis the type of training. It was evident that 50% of the teachers surveyed, received two types of training namely, CPCE and UG, and 60% were exposed to three types of training, specifically, CPCE, UG and On-the-Job. No teacher was exposed to training via Conference.
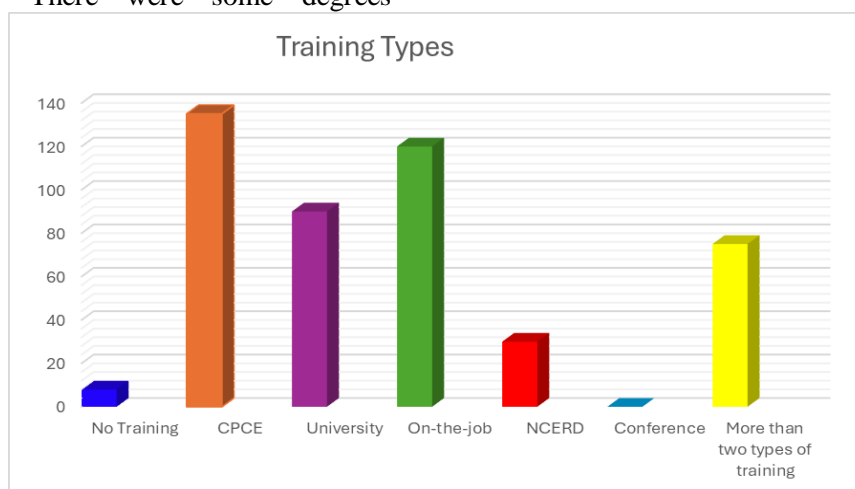
Figure 2. Illustration of Types of Training Received - Data from Interview and Survey Questionnaire conducted by Husain, N., 2025

Additionally, the teachers were asked to state what prompted them to undertaken training sessions, and the responses of the one hundred and twenty teachers who undertook training were unanimous: organisational needs and commitment, curriculum and task requirement, personal development, increment, policy changes by the Ministry of Education and promotional scope. Figure 3 depicts the reasons for undertaking training. Teachers bemoaned the fact that to accomplish their tasks to meet organisational goals, they had to be trained to acquire the requisite skills. The achievement of these skills also aids personal growth and development, paving way for promotion.
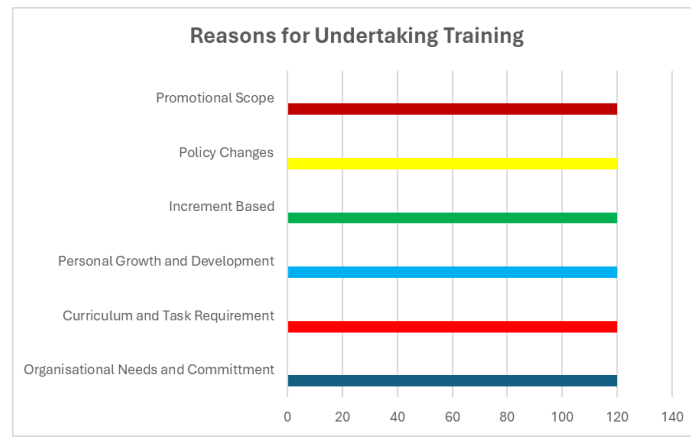
Figure 3. Illustration of the Reasons for Undertaking Training - Data from Survey Questionnaire conducted by Husain, N., 2025

The teachers were required to rate the quality of training they would have received and figure 4 illustrates the responses. Realistically, forty-five teachers posited that the quality of training they received is excellent, and the reason for this rating is that the knowledge and skills acquired enabled efficient and effective delivery of the curriculum, enhances classroom control and management, and augmented inter-personal relationships. Further, thirty teachers rated the training as very good. They collectively postulated that training aided their competence in record completion, affected their regularity and punctuality in a constructive manner, motivated them, and conferred confidence in their area of specialisation. Also, fifteen teachers suggested that the training received is good, and the reasons for this rating are that training improves relationship with staff, students and community, aids school culture and builds teamwork. Moreover, thirty teachers are of the view that the training they received is fair. They are of the opinion that more can be done to motivate teachers to upgrade themselves. they are of the notion that the administration of their respective needs to educate teachers on the relevance of training, allow teachers, especially non-administrative ones, to not only observe and listen to reports, but to be an integral aspect of all school related activities. They must have a hands- on approach. They also see training as lacking in that it does not equip teachers to deal with the implementation of new policies, especially at the Ministry of Education level. Likewise, this view of the thirty teachers who see training as subpar.
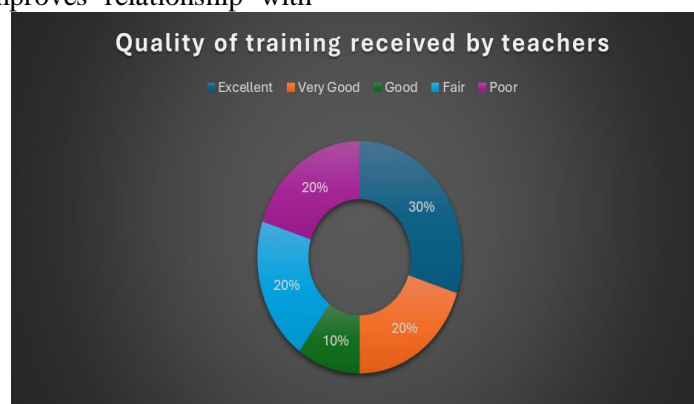

Figure 4. Illustration of the Quality of Training Received by Teachers - Data from Survey and Interview conducted by Husain, N., 2025

Furthermore, the teachers were questioned as to what the schools are trying to accomplish through its training, and ways in which they think schools can improve their training policy. Forty-five teachers responded that the schools want to develop students who will be excellent and functional citizens of Guyana. Seventy-five teachers also explained that the schools aim to make teachers more efficient and effective by empowering them with the knowledge and skills that will enhance resourcefulness, delivery of the curriculum and classroom control and management. Moreover, thirty teachers posited that training would enhance teachers' qualification, make them receptive of students' needs, thereby boosting students' academic performance. It was the opinion of thirty teachers that training will also change lax and unhealthy work ethics.
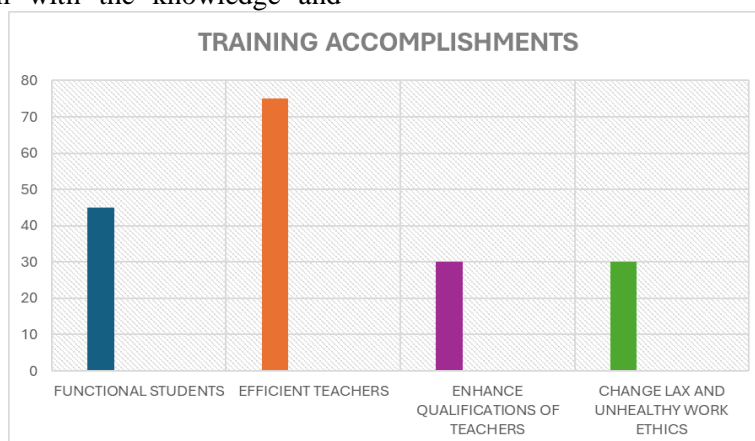

Figure 5. Illustration of Training Accomplishments of Secondary Schools in Region 6 - Data from Interview conducted by Husain, N., 2025

Moreover, the teachers were asked to suggest ways in which schools can improve on its teachers training. All the teachers proposed a common theme of continuous and pertinent professional development sessions at both whole school and departmental levels to target the following areas: classroom management with emphasis on student centred lessons, regularity and punctuality, concept-based sessions and effective time management skills. Also, 20% of the teachers recommended that professional development sessions be based on work ethics, and role and responsibilities of teachers. Additionally, 30% of the teachers advocated that the schools should utilise peer reviews, mentorship, clusters, workshops, on-the-job and best practices to help teachers to acquire the required competencies thereby, supplementing the existing training programme.
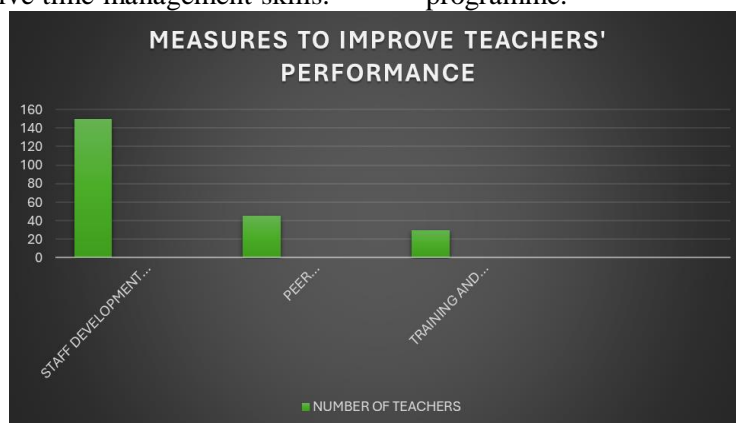

Figure 6. Illustration of the Measures Recommended to Improve Performance - Data from Questionnaire conducted by Husain, N., 2025

Key Performance Indicators (Kpi's) And Evaluation

Training and Assessment

Performance indicators are used to determine performance; therefore, teachers were asked what KPI's are in place to help the administration of the school to identify areas of underperformance. Of the sample size, 100% indicated that KPI's are there. The indicators listed by the 100% are: attendance and punctuality rates to both work and classroom, checklists, class control, community alliance deportment, record completion and timely submissions, students' performance at internal and external examinations, support services, relationships, resourcefulness and parent conference reports. Table 2 and Figure 7 summarise the KPI's.

Table 2. Key Performance Indicators

Performance Indicator	Frequency	Percentage
Attendance and punctuality	20	13.2
Checklists	3	1.88
Class control	20	13.2
Community alliance	14	9.4
Deportment	14	9.4
Record completion and timely submissions	20	13.2
Students' performance	20	13.2
Support services	14	9.4
Relationships	8	5.6
Resourcefulness	14	9.4
Parent conference report	3	1.88
Total	**150**	**100**

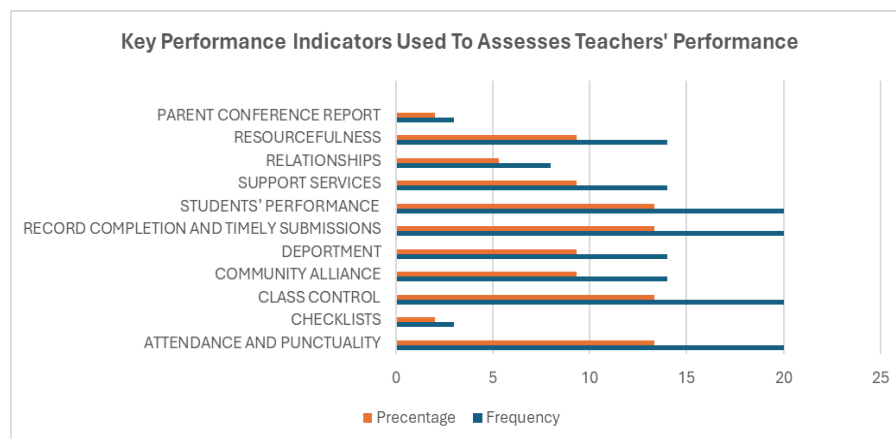**Source:** Questionnaire and Survey Data

Figure 7. Illustration of Key Performance Indicators used to Assess Teachers' Performance - Data from Survey and Questionnaire conducted by Husain, N., 2025

The teachers were further asked to list the instruments used to measure overall effectiveness of teachers. From this, all teachers indicated that the annual confidential report (ACR) is used, while ninety of them listed both the ACR and clinical supervision of teachers as the tools to measure teachers' effectiveness. However, thirty of the teachers responded that the aim of the ACR is to give a holistic assessment of teachers' performance, but they feel that the ACR lacks accuracy, is biased on the part of the assessors and often time, the

assessee fails to judge themselves fairly. Additionally, the assessee, during feedback remains unresponsive, thereby, defeating the purpose of having a feedback session.
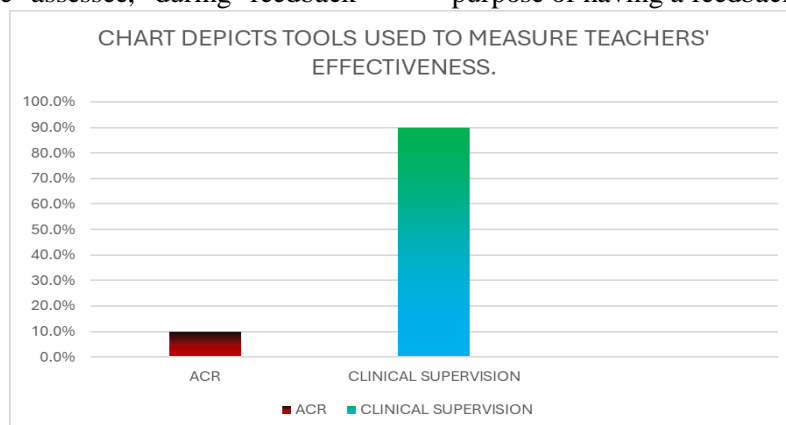

Figure 8. Illustration of Tools used to Measure Teachers' Effectiveness - Data from Survey and Questionnaire conducted by Husain, N., 2025

Furthermore, teachers were asked to specify if and how, the school acknowledges performance. All the teachers responded in the affirmative, and forty-five teachers stated that a 'Teacher of the Year' is awarded, oral praises and recognition are given at assemblies, staff meetings, graduation and prize giving ceremonies and even on social media. Ninety teachers further added that certificates of achievements are distributed to both teachers and top performing departments at Teachers' day functions. Moreover, teachers were asked if all teachers are performing up to the stipulated standards of the school, and what the administration of the school does to remedy underperformance. They agreed that the schools have systems in place to address underperformance and listed issuance of warning letters for irregularity and unpunctuality, neglect of duty and that the Principals encourage untrained teachers to enrol in training programmes that are being offered. However, 70% of the teachers feel that teachers at are not performing up to standard, whilst 30% believe that teachers are performing to the required standard. When questioned what they think contributes to underperformance, 100% of the teachers gave inadequate training or no training as the reasons.
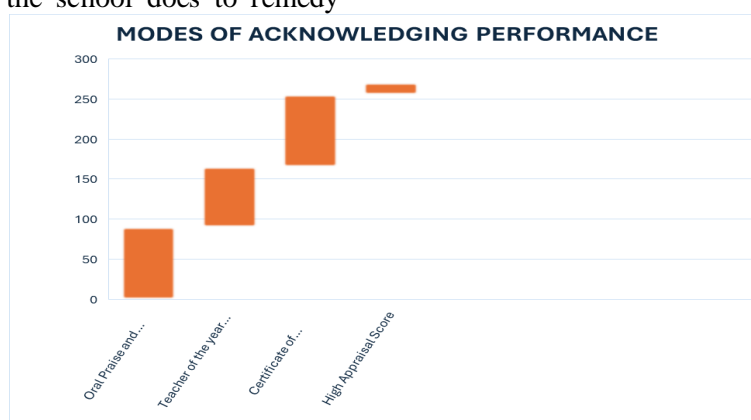

Figure 9. Illustration of the Modes used by Schools to Acknowledge Performance - Data from Survey and Interview conducted by Husain, N., 2025

Training plays an integral role in an employee's performance; thus, the teachers were asked to answer ten questions which have a direct link to training. 80% agreed that a

training policy is in place, whilst the 20% strongly agreed. Also, 70% disagreed that the policy is adhered to, whereas 30% agree that it is, therefore, a discrepancy is evident in the policy. When asked if teachers are given opportunities to share knowledge, seventy-five teachers agreed and forty-five strongly agreed, and this is an indication of teamwork. Asked if teachers undergo regular training programmes, 30 % disagreed and 70% agreed. Besides, 40% disagreed that adequate formal training is conducted, although 40% agreed that it is adequate and the remaining 20% strongly agreed. It was asserted that the teachers who are trained pursue avenues to continuously upgrade themselves. Additionally, 80% of the teachers huddled around agreed when asked if training needs are identified through a formal process and the remaining 20% strongly agreed. It is evident that training enhances teamwork, skills, and attitudes for 70% strongly agreed and the 30% agreed. This study was geared to show the relationship between training and performance among teachers and when asked if training has a strong influence on performance, 80% of the teachers strongly agreed, whilst 20% agreed. Likewise, training needs are realistically based since 70% agreed with this statement and 30% strongly agreed. Finally, 60% strongly agreed and 40% agreed that specialised training sessions are needed to cope with new policies and technological changes in the education system. Figure 10 summarises the training needs assessment.
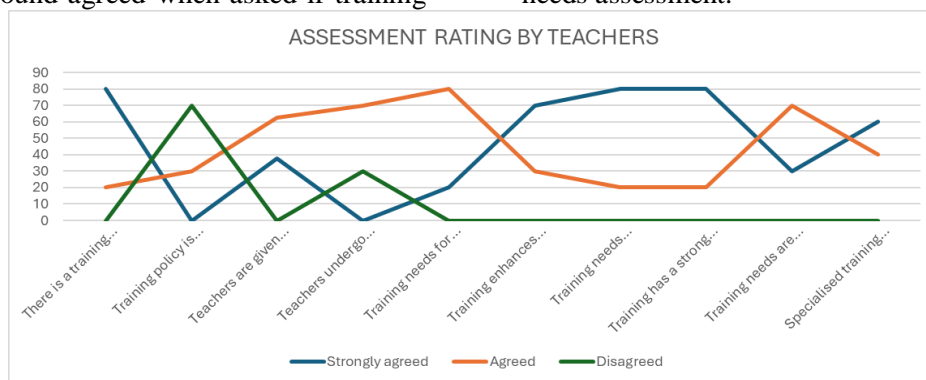

Figure 10. Illustration of Assessment Rating by Teachers - Data from Survey conducted by Husain, N., 2025

Analysis of Data

The data discussed hitherto introduced three themes: training assessment, delivery and reasons for such undertakings, the evaluative exercises to identify and remedy underperformance, and the quality of training accessible.

Accordingly, training sessions are organised to meet organisational, tasks, promotional and personal development needs. Trainings are delivered via sessions at CPCE, UG, NCERD and on the on-the-job. These types of training are prerequisites to gaining additional knowledge, skills and attitudes that would make a teacher efficient and effective in task execution. Furthermore, on-the-job training, NCERD and CPCE trainings are provided free of cost to teachers thus, it is cost effective for the schools to encourage teachers to enrol in these forms of training exercises. However, training at UG has a cost attached to it, but the Government of Guyana offers loan to teachers to aid payment, and the Guyana Teachers' Union offers scholarship. Moreover, certification from CPCE, NCERD, GOAL and UG trainings is recognised and aids promotion. These types of training are methodical and nurtures rapid learning. However, findings from the research revealed a beckon for mentoring, frequent and relevant professional development sessions. The researched also revealed that no training was done via the conference method. This method is entirely needed to guide, motivate and to ensure that organisational objectives are met, and it will be

beneficial, since untrained and even trained teachers can learn through conferencing.

It is, therefore, imperative for secondary schools in Region 6 to continuously evaluate teachers' performance, training needs and policies, to plan, and execute strategic training programmes. It is evident that teachers' performance is rewarded, and this is seen as a motivational factor. When effective training programmes are enshrined in the policies of any company, their employees perform better, the organisation performs, and competitive advantage is secured. Also, it is pertinent that during evaluative exercises, biases are non-existent, and feedback must have relevance to the task at hand. Consequently, schools must provide training opportunities which will develop teachers' competencies and influence performance at all echelons.

Implications and Recommendations

The research piloted revealed the importance of training to employees' performance and overall task execution. It is, therefore, tantamount for organisations to conduct regular needs assessment and plan strategic training sessions to keep employees abreast with innovations and organisational goals. From this research, the following are recommended to the administration of secondary schools and the Department of Education (DOE).

Foremost, human resource management theory delineates the prominence of the management of human efforts in-contingent with customers 'perception, to enhance satisfaction [23]. Thus, secondary schools in Region 6 and DOE should aptly manage their human resources practices to become proactive and productive in all areas of educational activities.

Next, [4], mentioned that training sessions accelerate the resourcefulness, ability and creativity of a workforce, and facilitate the circumvention of human resource obsolescence that may occur due to policy changes. Thus, it is critical for secondary schools and the

Ministry of Education to address policy changes and implementation through systematic needs assessment. Ref. [27] reiterated that the needs and objectives of any training programme should be identified before it is offered to employees.

Further, [13], posited that training is highly beneficial to all stakeholders and thus, acknowledgement of exemplary performance should be prioritised. This will boost morale, captivate motivation and enhance performance.

Additionally, it was proposed by [27] that the implementation of training methods transit tangible benefits to employees, thereby impacting their output. Therefore, secondary schools must ensure that training programmes are of quality and serve their intended purpose of optimising teachers' potential, for, training is a strategic investment. It is imperative for stakeholders to plan and invest in building new skills in the teachers to impact performance through motivation and commitment. When employees recognise that their organisation is interested in their professional growth, they logically apply their best efforts to accomplish organisational goals through excellent performance.

Conclusion

Teachers' performance lies within the jurisdiction of training, for training is a precursor to performance. The introduction and sustenance of training programmes by schools will aid efficiency, effectiveness and accuracy in task completion. Also, more knowledge will be acquired, and promotions will be secured. Ref. [7] advocated that employee training has significant positive effect on their productivity; thus, it is important to reinforce and apply training in organisations. It can conclusively be stated that a relationship exists between training and performance. For, training to an extent, leads to improved employees' performance. Those employees who receive periodical and effective training can perform better on the job by increasing quality of work [35].

Conflict of Interest Statement

The author(s) declare no competing interests.

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